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ABSTRACT

This paper discusses the use of child development charts to assess the social, self-help, gross motor, fine motor, and language development of infants and young children. It examines the roles of teachers and parents in observing and assessing children's development and provides 2 checklists, one for infants from birth through 21 months (at 1-month intervals), and one for children from 6 months through age 5 (at 3- and 6-month intervals). The paper explains how teachers and parents can use these and other checklists and evaluations to map social, self-help (independence skills), gross motor, fine motor, and language development. Sample teacher and parent observation checklists are included. (MDM)

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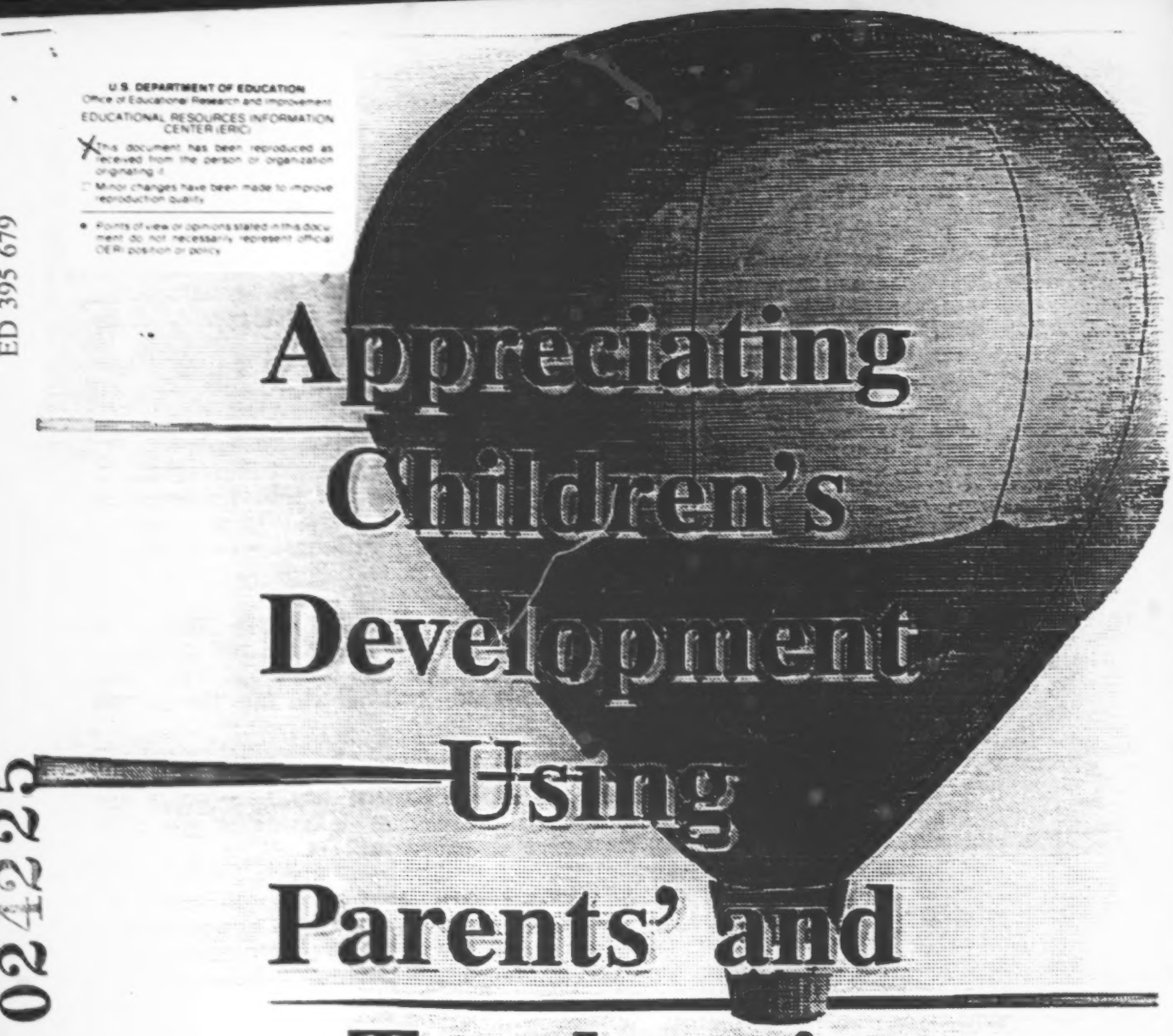
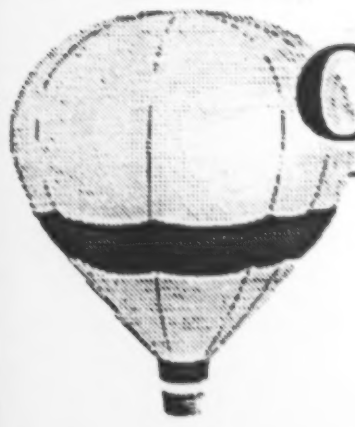


Appreciating Children's Development Using Parents' and Teachers' Observations



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APPRECIATION means to value or admire. Appreciation also means to be fully aware of something with a heightened perception and understanding of something, such as a work of art or a child. Appreciation is a more positive, richer, and more subtle idea than assessment. To harmonize the two, if an assessment of a young child is done with a full appreciation of child development and the subtlety and complexity of each child, the assessment will most likely be developmentally appropriate.

A. The teacher stands at the center of the assessment and planning process.

B. Making the best use of information from parents and working closely with them benefits, children, parents, and teachers.

C. Parent-Teacher conferences provide one means for educational planning with parents.

Teachers need to answer two main questions about the children in their program in order to plan for their education:

- How do I appreciate the development and learning of each child in my program?

- What can I and others do to assess those children who are not doing well?

APPRECIATING A CHILD'S DEVELOPMENT

by Harold Ireton, Ph.D.

Each day you see the children in your care in a wide range of activities. Some children are busy playing, visiting, climbing, or coloring, while other children are less active, talk only a little, or do not join in physical games. You may wonder whether some of these children are developing at the level they should be.

Your observations of each child can help to determine how well a child is doing. You can observe and note what each child is doing and learning to do, and then make some judgments about whether or not his or her development is within a general range of normal.

By observing a child over a period of time you can determine what the child is doing in each area of development. Observe and note what the child does spontaneously in the daily round of activities. Be sure that you have appropriate materials such as balls, both small and large toys to manipulate, and tricycles or "Big Wheels." First observe without directing. Then provide materials such as blocks or paper and crayons, with some demonstration to see what the child does in activities such as block-building and drawing.

General questions to ask when observing a child's level of development include: Is the child alert, curious, sociable, active, organized, cooperative, happy, and energetic? Or is the child unresponsive to people, uninterested in activities, passive, sluggish, disorganized, or generally unhappy? How old does the child act compared with other children her age? Is he *not* doing the things that most children his age are doing?

It will also be helpful to observe whether the child is learning new things quickly, slowly, or not at all; whether there is a regression or loss of a skill; and, how well she catches on to instructions and fits into activities.

Consider, at least, the following areas of development:

Social: Social development is not easy to evaluate. It includes interest in people, interaction with adults and children, imitation, sharing, taking turns and cooperating in group situations. Persistent withdrawal from others or behavior problems often identify a child with social or emotional problems.

Self Help: Independence skills including eating, dressing, toilet training, and personal hygiene are observable and easy to evaluate. Here information from the parent can be particularly helpful.

Gross Motor: Early development of movement and balance skills such as rolling over, crawling, standing, walking alone, and running is easy to observe. Motor coordination for ages three to five is more subtle and complex. Look for clumsiness in comparison to age mates or activity patterns that are less than those of younger children.

Fine Motor: The infant's developing ability to use her hands is fairly observable. A three- to five-year-old's drawing, coloring, and cutting abilities are more difficult to appreciate. Again, look for clumsiness in doing things with the hands.

Language: In observing a child's language abilities, consider three things: 1. How well the child talks. In words? Sentences? 2. How well are you able to understand what the child says? 3. How well the child understands what is said? Does he follow directions? A series of directions? Does he understand concepts like direction, size, number, shape or color? This is perhaps the most important as well as the most difficult area to evaluate. The range of normal is fairly broad, but be careful not to ignore delays in language development.

A Map of Child Development

A more systematic way to determine what and how well a child is doing is to use a map of child development. The map here shows typical behaviors of children from birth to age five, in five areas of development: social, self help, gross motor (movement), fine motor (eye-hand coordination), and language. Each behavior

or skill is located on the map in the *age range* in which most children develop the skill. For example, "walks without help" is placed in the 12 to 18 month range, the age range in which most children learn to walk alone.

Using the Map

Individual differences among children learning to walk and to talk are considerable, so we speak of a "range of normal." Most children learn to walk alone by 15 months. If a child is not walking alone by age 18 months, talk with the parent about your concerns and encourage her to get the child screened by a child development specialist.

Children begin to talk in single words between 12 and 18 month. Most 2½-year-olds are at least talking in two- or three-word phrases. While many "late walkers" or "late talkers" develop well enough on their own, failure to talk by age two indicates a need for some professional evaluation.

Here are some guidelines for using and interpreting the map of child development. These guidelines can help you to determine whether or not the child's development in each area is within a general range of normal.

1. Draw a horizontal line across the Developmental Map at the child's age level.
2. For each area of development, check the behaviors you have observed the child doing or that the parent reports. You only need to mark the more mature items in each area, not all the younger items.
3. For each area of development, compare the *approximate* age level of the child's behavior to the child's actual age level. This will help you to determine how close the child's behavior is to his range of normal. Note that the age level of the child's behavior is an estimate, not an exact age.

Further Evaluation

If you or the child's parent are concerned about the child's development, talk together about what you've noticed. It is best to add your thoughts to the parent's perceptions and concerns, or lack of concern, rather than the other way around. Be supportive; try not to alarm parents. However, it is critical that you do pay attention to significant delays in development. Only a professional in child development can explain *why* a child is delayed or can diagnose a mental, emotional, or physical problem. Your role is to encourage the parents to get expert advice.

There are many places parents can get help for a child with a delay in development. Some family physicians and pediatricians are knowledgeable about developmental problems and can be helpful. Unfortunately, many physicians are not skilled in this area. The public schools now have the responsibility for providing developmental screening for infants and preschoolers with developmental problems. For more information, contact your local school, child care technical assistance service, community public health service, or county social services.

As a child care provider, you are in a wonderful position to appreciate the development of each of your children. If you have a child with a developmental problem, you can help the parent to seek expert advice. This is one more way in which you can make a real difference in these children's lives.

Resources:
A more detailed map of development for infants through age 15 months is available by contacting Dr. Harold Ireton and requesting a copy of the *Minnesota Infant Development Inventory*. Write to him at the U of M, Dept. of Family Practice and Community Health, 306 Bell Museum, 10 Church St SE, University of Minnesota, Minneapolis, MN 55455. Or call: 612-624-2077.

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Child Development Chart – First 21 Months

Harold Ireton, Ph.D.

	Social	Self-Help	Gross Motor	Fine Motor	Language	
Birth	Quiets when fed and comforted.		Wiggles and kicks.	Looks at objects or faces.	Cries.	Birth
	Makes eye contact.	Alert: interested in sights and sounds.	Thrusts arms and legs in play.		Makes small throaty sounds.	
1 mo.	Social smile.		Lifts head and chest when lying on stomach.	Follows moving objects with eyes.	Cries in a special way when hungry.	1 mo.
2 mos.	Recognizes mother.	Reacts to sight of bottle or breast.	Holds head steady when held sitting.	Holds objects put in hand.	Makes sounds–ah, eh, ugh.	2 mos.
3 mos.	Recognizes other familiar adults.	Increases activity when shown toy.	Makes crawling movements.	Holds up hand and looks at it.	Laughs out loud.	3 mos.
4 mos.	Interested in his or her image in mirror, smiles, playful.	Reaches for objects.	Pivots around when lying on stomach.	Puts toys or other objects in mouth.	Squeals Ah-goo	4 mos.
5 mos.	Reacts differently to strangers.		Rolls over from stomach to back.	Picks up objects with one hand.	Responds to voices: turns head toward a voice.	5 mos.
6 mos.	Reaches for familiar persons.	Looks for object after it disappears from sight–for example, looks for toy after it falls off tray.	Rolls over from back to stomach.	Transfers objects from one hand to the other.	Babbles. Responds to his/her name, turns and looks.	6 mos.
7 mos.	Gets upset and cries if left alone.	Feeds self cracker or cookie.	Sits alone, steady.	Holds two objects, one in each hand, at the same time. Brings two objects together.	Makes sounds like da, ba, ga, ka, ma.	7 mos.
8 mos.	Plays "peek-a-boo"		Moves forward somehow while on stomach.	Uses forefinger to poke, push, or roll small objects.	Makes sounds like ma-ma, da-da, ba-ba.	8 mos.
AGE X.7						
9 mos.	Waves "bye-bye." ✔	Resists having a toy taken away.	Crawls on hands and knees. Pulls self to standing position.	Picks up small objects using thumb and finger grasp.	Imitates sounds that you make. ✔	9 mos.
10 mos.	Plays "patty-cake." ✔	Picks up spoon by handle. ✔	Walks around playpen or furniture while holding on.	Picks up two small objects in one hand. ✔		10 mos.
11 mos.			Stands alone briefly. ✔	Puts small objects in cup or other container. ✔	Understands phrases such as "NoNo" and "All gone".	11 mos.
AGE 12 mos.	Imitates simple acts such as hugging or loving a doll.	Helps a little when being dressed.	Stands alone, steady. ✔	Turns pages of books a few at a time.	Says "Mama" or "Dada" for parent.	12 mos.
13 mos.	Plays with other children.	Lifts cup to mouth and drinks.	Walks without help. ✔	Builds tower of 2 or more blocks.	Shakes head to express "No." Hands object to you when asked.	13 mos.
14 mos.	Gives kisses.	Insists on feeding self.	Climbs up on chairs or other furniture.	Marks with pencil or crayon.	Asks for food or drink with sounds or words.	14 mos.
15 mos.	Greets people with "Hi" or similar.	Feeds self with a spoon.	Runs.	Scribbles with pencil or crayon.	Says 2 words besides Mama or Dada. Makes sounds in sequences that sound like sentences.	15 mos.
18 mos.	Sometimes says "No" when interfered with.	Eats with a fork.	Kicks a ball forward. Good balance and coordination.	Builds tower of 4 or more blocks.	Uses 5 or more words as names of things. Follows a few simple instructions.	18 mos.
21 mos.						21 mos.

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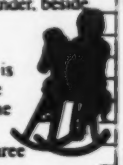
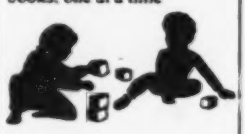
Child Development Chart – First Five Years

Harold Ireton, Ph.D.

	SOCIAL	SELF-HELP	GROSS MOTOR	FINE MOTOR	LANGUAGE
5-0 yrs.	Shows leadership among children	Goes to the toilet without help	Swings on swing, pumping by self	Prints first name (four letters)	Tells meaning of familiar words
4-6	Follows simple game rules in board games or card games	Usually looks both ways before crossing street	Skips or makes running "broad jumps"	Draws a person that has at least three parts - head, eyes, nose, mouth, etc.	Reads a few letters (five+)
4-0 yrs.		Buttons one or more buttons	Hops around on one foot, without support	Draws recognizable pictures	Follows a series of three simple instructions
	Protective toward younger children	Dresses and undresses without help, except for tying shoelaces			Understands concepts - size, number, shape
3-6	Plays cooperatively, with minimum conflict and supervision	Washes face without help	Hops on one foot, without support	Cuts across paper with small scissors	Counts five or more objects when asked "How many?"
				Draws or copies a complete circle	Identifies four colors correctly
AGE 3-0 yrs.	Gives directions to other children	Toilet trained	Rides around on a tricycle, using pedals		Combines sentences with the words "and," "or," or "but"
	Plays a role in "pretend" games - mom-dad, teacher, space pilot ✔	Dresses self with help ✔	Walks up and down stairs - one foot per step ✔	Cuts with small scissors	Understands four prepositions - in, on, under, beside 
2-6	Plays with other children - cars, dolls, building ✔	Washes and dries hands ✔	Stands on one foot without support ✔	Draws or copies vertical (|) lines ✔	Talks clearly - is understandable most of the time
AGE X.7	"Helps" with simple household tasks ✔	Opens door by turning knob	Climbs on play equipment - ladders, slides	Scribbles with circular motion ✔	Talks in two-three word phrases or sentences ✔
2-0 yrs.	Usually responds to correction - stops	Takes off open coat or shirt without help	Walks up and down stairs alone	Turns pages of picture books, one at a time 	Follows two-part instructions ✔
	Shows sympathy to other children, tries to comfort them	Eats with spoon, spilling little	Runs well, seldom falls		Uses at least ten words
	Sometimes says "No" when interfered with	Eats with fork	Kicks a ball forward	Builds towers of four or more blocks	Follows simple instructions
18 mos.	Greets people with "Hi" or similar	Insists on doing things by self such as feeding	Runs	Scribbles with crayon	Asks for food or drink with words
	Gives kisses or hugs	Feeds self with spoon	Walks without help	Picks up two small toys in one hand	Talks in single words
12 mos.	Wants stuffed animal, doll or blanket in bed	Lifts cup to mouth and drinks	Stands without support	Stacks two or more blocks	Uses one or two words as names of things or actions
	Plays patty-cake	Picks up a spoon by the handle	Walks around furniture or crib while holding on	Picks up small objects - precise thumb and finger grasp	Understands words like "No," "Stop," or "All gone"
9 mos.	Plays social games, peek-a-boo, bye-bye		Crawls around on hands and knees		Word sounds - says "Mama" or "Da-da"
	Pushes things away he/she doesn't want		Sits alone . . . steady, without support	Picks up object with thumb and finger grasp	Wide range of vocalizations (vowel sounds, consonant-vowel combinations)
6 mos.	Reaches for familiar persons	Feeds self cracker	Rolls over from back to stomach	Transfers toy from one hand to the other	Responds to name - turns and looks
	Distinguishes mother from others	Comforts self with thumb or pacifier	Turns around when lying on stomach	Picks up toy with one hand	Vocalizes spontaneously, social
Birth	Social smile	Reacts to sight of bottle or breast	Lifts head and chest when lying on stomach	Looks at and reaches for faces and toys	Reacts to voices Vocalizes, coos, chuckles

PARENT TEACHER CONFERENCES USING THE CHILD DEVELOPMENT REVIEW

Kathy Ofstedal
Director/Teacher
Ann and Andy Preschool
Glenwood, MN 56334

Our Parent Cooperative Preschool is licensed through the State of Minnesota's Department of Public Welfare. A few years ago preschools, to be relicensed, were mandated to offer two parent conferences each year. Although I had been having conferences with my parents for the past several years, I did not think I was really zeroing in on problem areas that needed to be dealt with, and immediately started to look for a tool to use to help me.

Last fall at the MAEYC Conference, I was fortunate to sit in on your presentation of the Child Development Review. I had never asked parents, before a conference, to tell me about their child, and the idea intrigued me. I sent out the Review in October and told the parents to fill it out and return it one week before their scheduled conference in November. I was overwhelmed with the response I received.

First of all, the parents were excited to tell me all about their children, and were touched that I would care enough to ask! This immediately established a rapport between the parents and myself that continued to build all year long. This was invaluable to me -- the children already trusted me, now the parents did too.

Secondly, many more issues were talked about and dealt with than I had ever experienced before. I found out that most of the parents really enjoyed and loved their children. I also found that many wanted to do a better job of parenting and wanted advice about improving parenting skills.

One of the most beneficial outcomes of this review, however, was parents sharing with me real concerns they had about their children. In many cases I had carefully considered how to approach parents about these same concerns, but now I didn't have to bring them up -- they approached me! The parents never became defensive as we both worked toward the common goal of helping their child.

As I read the statements describing possible problems their child might have, I looked up information for them in our Parent Resource Library and in my personal resources, or directed them to others who could help. We caught some problems early on and many parents developed some great parenting skills.

I truly believe my whole year of teaching went smoother and I accomplished more because I learned so much about my children and their families early in the year. I attribute this to your Child Development Review!

Kathy: I attribute this to your experience, sensitivity, and artful use of the Child Development Review!
Harry

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Ann and Andy Preschool Parent Teacher Conferences

Dear Parents,

Conference time is a fun time for me. It gives me the chance to get to know your child THROUGH YOUR EYES. It also gives me the chance to let you know the exciting things your child has discovered this fall at school!

Please fill out the the attached

" CHILD DEVELOPMENT REVIEW"

and send it back with your child the next time we have school.

The questions can be answered in only a few words or sentences.

Conferences are not mandatory, but are very important. I would like the input of both parents (if possible) on both the "Review" and at our conference.

Together we will work to plan a rich and creative program for your child!

Kathy Ostedal

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child development review

Harold Ireton, Ph. D.

Child's Name Matthew (Last / First / Initial) Sex ☑ Male ☐ Female

Birthdate (Month / Day / Year) Today's Date (Month / Day / Year) Age 2 (Years) 0 (Months)

Your Name _____ Relationship to Child Mother

A WORD TO PARENTS: Your answers to these questions can help us to understand your child. They also let us know what questions and concerns you may have about your child. The possible problems list at the bottom of the page provides another way of knowing your concerns about your child.

1. Please describe your child briefly?
Very happy kid. Loves to play.
Some "terrible two's" stuff.

2. What has your child been doing lately?
Loves to climb on things.
Puts train track pieces together.

3. What are your child's strengths?
A real sweet kid.

4. Does your child have any special problems or disabilities? What are they?
Health-urinary reflux.
Healthy otherwise.

5. What questions or concerns do you have about your child?
Not talking very much.
Eating - skips meals -- used to eat everything

6. How are you doing, as a parent and otherwise, at this time?
Three children -- very busy.
Hard to find time for self.
Doing pretty well.

The following statements describe possible problems that your child may have. Read each statement carefully and check (✓) those statements that describe your child.

1. (✓) Health problems.
2. ( ) Growth, height, or weight problems.
3. (✓) Eating problems — eats poorly or too much, etc.
4. ( ) Bowel and bladder problems, toilet training.
5. (✓) Sleep problems. -- up at night
6. ( ) Aches and pains; earaches, stomachaches, headaches,etc.
7. ( ) Energy problems; appears tired and sluggish.
8. ( ) Seems to have trouble seeing.
9. ( ) Seems to have trouble hearing.
10. ( ) Does not pay attention; poor listener.
11. (?) Does not talk well for age.
12. ( ) Speech is difficult to understand (Age 3 and older.)
13. ( ) Does not seem to understand well; is slow to "catch on."
14. ( ) Clumsy; walks or runs poorly, stumbles or falls (Age 2 and older.)
15. ( ) Clumsy in doing things with his/her hands.
16. ( ) Immature; acts much younger than age.
17. ( ) Dependent and clingy.
18. ( ) Passive; seldom shows iniative.
19. ( ) Disobedient; does not mind well. -- sometimes
20. (✓) Temper Tantrums.
21. ( ) Overly Aggressive.
22. ( ) Can't sit still; may be hyperactive.
23. ( ) Timid, fearful, or worries alot.
24. ( ) Often seems unhappy.
25. ( ) Seldom plays with other children.
26. ( ) Other?

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infant development inventory

Harold Ireton, Ph.D.

What's Your Baby Doing?

Baby's Name: Charlie Age: 8½ MO Sex: ☒ Male ☐ Female

Birthdate: _____ Today's Date: _____

Your Name: _____ Relationship: Mother

A Word to Parents

Your observations of your baby can provide important information about his or her development. The Infant Development Inventory is a means of gathering this information. The Inventory is for recording your baby's development in five areas: Social, Self Help, Gross Motor, Fine Motor, and Language. The Inventory also asks you to describe your infant and to tell us any questions or concerns regarding your infant.

Instructions

First, answer the questions in the boxes below:

Please describe your baby.	What questions or concerns do you have about your baby's health? Development? Behavior? Other? How are you doing as a parent?
He's a very happy little boy.	About his crawling being late. How to avoid spoiling him.

Next, on the back side of this sheet, tell us what your child is doing in each area of development. Read each item carefully and check those behaviors which describe what your baby is doing.

Check (✓) the behaviors that describe the things that your baby is *doing regularly* or *pretty well*.
Mark with a B those things that your baby is only *just beginning* to do or only does sometimes.
If your baby is not yet doing the behavior that is described, don't mark the item at all.

Start at the age level that is *half* your child's age. (For example, if your child is twelve months old, begin at the six month level.) Then go down the column. Stop in an area when you have three NOs in a row. Then go on to the next area. If you have any questions, please ask the person who gave you the inventory. Thank you.

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P.O. Box 580274
Minneapolis, Minnesota 55458

(A)

child development inventory

Teacher's Observation Guide

by Harold Ireton, PhD

Child's Name: _____ **Birth Date:** _____ **Sex:** _____

A Word To Teachers

The Teacher's Observation Guide helps you to observe and record what a child is doing. This booklet contains an Infant Observation Guide and a Toddler-Preschool Observation Guide. It includes development of social, self help, motor, language, letter and number skills, and behavior problems. The last page provides space to summarize your observations and plans for the child at different ages.

Instructions

Use the Infant Guide up to age 18 months; for 18 months and older, use the Toddler-Preschool Guide.

On the Infant Guide, circle the child's age and draw a line across the page at the child's age level. Record date observed above the child's age.

On the first page of the Toddler-Preschool Guide, record the child's age in the left margin next to their age range. For example, for a two year old (2-0), print 2-0 at the top of the 2 to 3 year range; for a two and one-half year old, print 2-6 next to the middle of the 2 to 3 year range. Record date observed above the child's age.

Next, look at the behaviors around the child's age in each area of development.

Check (✓) the behaviors that describe the things that the child does *regularly or pretty well.*

Mark B for behaviors that the child is *just beginning to* do or only does sometimes.

Please see the Teacher's Observation Guide Manual for detailed instructions.

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Toddler-Preschool Observation Guide

SOCIAL DEVELOPMENT — Includes interaction with children and adults — from individual interaction to group participation. Behaviors marked (P) may require the parent's report.

Age 1-2

- ❍ Interested in his(her) image in a mirror. 12m
- ❍ Greets people with "Hi" or similar expression. 15m
- ❍ "Pretends" to do familiar activities like talking on telephone, being asleep. 15m
- ❍ Shows affection toward other children. 15m
- ❍ Wants a doll, teddy bear, blanket, etc. in bed with him(her). Or used to. 18m
- ❍ Sometimes says "No" when interfered with. 18m
- ❍ Shows sympathy to other children, tries to help and comfort them. 21m
- ❍ Usually obeys when asked to do something or told not to. 21m
- ❍ Usually shares toys or other possessions — may be occasional arguments. 21m
- ❍ Usually responds well to correction — stops misbehaving. 21m
- ❍ Understands "Wait a minute." Waits patiently for short periods of time. 2-0, 21m

Age 2-3

- ❍ Asks for help in doing things. 2-0
- (P) ❍ Helps a little with household tasks. 2-0
- ❍ Plays with other children, doing things with them. 2-3
- ❍ Makes or builds things with other children. 2-3
- ❍ Asks you to "Look, watch me" when he(she) is doing something. 2-3
- ❍ Offers to help others. 2-6
- ❍ Says "I can't," "I don't know," or "You do it." 2-6
- ❍ Speaks positively about self — says, "I'm good," "I'm big," etc. 2-6
- ❍ Usually follows directions during supervised group activities with playmates. 2-6
- ❍ Expresses complaints in words. 2-6
- ❍ Pays attention well — listens to others. 2-6
- ❍ Apologizes — says "I'm sorry" when he(she) does something wrong. 2-6
- ❍ Fits into groups well — listens, shares, takes turns, contributes. 2-6
- ❍ Plays physical games with other children such as tag, hide-and-seek, hopscotch, etc. 2-9
- ❍ Asks for help from other children, such as help doing something, information or explanations. 2-9
- ❍ Plays "pretend" games with other children, "house," etc. pretending to be "Mom or Dad, teacher, astronaut." 2-9, 2-3

Age 3-4

- ❍ Tattles or tells on other children. 3-0
- ❍ Plays games that involve taking turns and usually waits for his(her) turn. 3-0
- ❍ Initiates activities involving other children. 3-0
- ❍ Gives directions to other children. 3-0
- ❍ Talks about how to do things with other children — tells ideas and listens to other children's ideas. 3-6
- ❍ Makes excuses. 3-9
- ❍ Acts in a protective way toward younger children. 3-9
- ❍ Sometimes will sacrifice his(her) own wishes for the benefit of the group. 3-9

Age 4-5

- ❍ Follows simple game rules in board games or card games. 4-3

Age 5-6

- ❍ Shows leadership among children his(her) age, directing and helping them 5-0
- ❍ Plays simple board games such as checkers. 5-3

PROBLEMS

- ❍ Dependent, clingy, very upset about separating.
- ❍ Prefers to play with younger children.
- ❍ Does not pay attention; poor listener.
- ❍ Demanding; strong-willed.
- ❍ Disobedient; does not mind well, resists.
- ❍ Temper tantrums.
- ❍ Overly aggressive.
- ❍ Difficult; hard to handle.
- ❍ Timid, fearful, or worries a lot.
- ❍ Unhappy; cries a lot or whines a lot.
- ❍ Seldom plays with other children.
- ❍ Lacks self-confidence; says "I'm dumb," etc.

Parent/Teacher Conference Summary Sheet

Area: _____

Observation/assessment tool used: _____

Child's Name _____ D.O.B. _____ Age today _____

Teacher _____ UMCCC Start Date _____ Area Start Date _____ Date today _____

Child's Interests, preferred activities:

Development

Social

Self-Help-Independence

Gross Motor

Fine Motor

Language - Expressive, including speech

Language - Comprehension

Cognitive/Learning

Adjustment - to Center, teachers, children, transitions

Personality

Educational needs